

IMPACT OF SOCIAL NETWORKING SITES ON SCHOOL GOING STUDENTS (9TH TO 12TH CLASS)

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ABSTRACT

Social networking site is an online platform, which is used by people to build social networks or social relationship with other people who share similar personal or career interests, activities, backgrounds or real-life connections. The study was carried out in two randomly selected districts of Haryana, i.e., Hisar and Sirsa with the objective of analyzing the impact of social networking sites on school-going students. Randomly, 60 students from each district were selected with a total number of 120 students for the study. The study showed the trend of usage of social networking sites, and reported the most well-known social media sites among school-going students are Facebook (100%), which is also the mostly preferred among students, followed by Gmail (60%), WhatsApp (41.66%), YouTube (26.66%), Google+ (23.33%), rarely used Twitter (10%), Hike (3.33%) and Yahoo (1.66%). This result also pointed out that majority of the students spend less than 2 hours with their parents (84.17%) and offline friends and neighbor (10.83%). Students try to maintain a good and healthy relationship with those friends with whom they are connected through social media. Excess use of social media raises the problem of disconnections with family and real friends. Social sites have a lot of influence on young minds. They try to follow different trends trending on social media and sometimes even try to change their physical appearance. They are more obsessed with the number of likes on their pictures and if they do not get the desired result, they get afflicted by depression and low self-esteem.

KEYWORDS: Social Networking Sites, Students, Impact, Social Relationship & Self-Esteem

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INTRODUCTION

Over the last few years, there has been a colossal growth of user-generated internet content with the use of tools that have generally been defined as online social media. One of the latest social media platforms is the social networking site (Brandtzaeg and Heim 2009). These social networking sites have become a significant part of individual's daily life and created important social platforms for computer-mediated communication. It facilitates communication, content exchange and collaborates in multiple ways (Baruah 2012). Social networking sites in short are also known and recognized as SNSs. It is a web-based service that permits individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and cross their list of connections (Boyd and Ellison 2008). It has gained millions of users since being released and is now being included into so many users' everyday lives (Boyd and Ellison, 2007). Use of these social networking sites is becoming progressively more among young adults in today's society (Hodkinson, 2015). Every day, thousands of new accounts are formed on social networking sites (SNSs), however, many have a very short lifespan. SNSs help the user to feel socially connected and be a part of a community, even though they may be sitting alone at their home. Through social networking sites (SNSs),

participants connect with other people, whom they know through school, college, work, or an organization. Here, they also meet strangers from all over the world (Coyle & Vaughn, 2008). Today, India ranks as the second biggest market for the usage of social networking worldwide after China (Statista, 2019). There are certain modifications, being made to increase the popularity of SNS in India, particularly by providing the service in a few regional languages. The nature of connections and context of these sites varies from site to site. There are some examples that serve different purposes, i.e., Facebook, Twitter, Blogging, LinkedIn (Facebook for general social interactions with friends, Twitter for microblogging, LinkedIn for professional acquaintances, Flickr and YouTube for sharing images and videos), however, they offer something common, i.e., a new method of communication (Taprialn and Kanwar, 2012). Here, people communicate with each other over the internet and feel connected from different places. An increasing number of secondary school students have joined social networking sites and are keenly using them, especially when socializing with their groups. The students spend quite a lot of time in the cyber cafes and on their mobile phones that are internet enabled accessing the SNSs while at home. They spend lots of time in chatting with friends, improving their profiles and going through profiles of their friends. They are socially connected with each other for sharing their daily learning experiences and do conversation on several topics (Liccardi *et al.*, 2007).

Social networking site is affecting students positively and negatively. It improves students' social intelligence and understanding of human behaviors. Negative effects of social media are overt materialism, resentment and addiction and overexposure to many vain and unproductive things and more often risky behavior. It grabs the whole attention and concentration of the students and diverts it towards non-educational, unethical and inapt actions such as useless chatting, whiling away time in random searching and giving preference over their their daily duties. (Kuppuswamy and Narayan 2010), whereas some studies revealed that some networking sites have positive potential for improving academic performance. like Twitter could actually increase student engagement and improve scores in educationally relevant ways and so is a useful tool in education (Wise *et al.*, 2011, Forkosh and Hershkovitz, 2012).

Keeping all the above-mentioned points in mind, the present study was conducted with the following objectives:

- To find out the motivating factor responsible for the use of social networking site.
- To study the utilization pattern of networking site
- To analyze the impact of SNSs on student education and social relationship

MATERIALS AND METHODS

The study was conducted in two randomly selected districts of Haryana, which were Hisar and Sirsa. Randomly, 60 students from each district were selected, thus making a total number of 120 students. Keeping in view the objectives of investigation, a well-structured interview schedule was constructed in accordance with independent variable and dependent variable. Data was collected on the basis of personal interview. The collected data was coded, tabulated and interpreted by using percentages, frequency and rank to draw meaningful inferences.

RESULTS AND DISCUSSIONS

Personal Profile of the Respondent

More than 50% of the students were in the age groups of 14–16 and belonged to other backward class (53.33%). Majority of respondents were (68.33%) boys. One-third of the respondents (33.33%) were studying in the 9th class.

Almost all of the students (98.33%) studied in private schools. Majority of the students belonged to nuclear family (76.66%) and had up to 4 family members (60.00%). Most of the families of the respondents were earning up to Rs. 1,20,000–3,14,000

Table 1: Personal Profile of the Respondent**n = 120**

Characteristics	Category	Frequency	Percentage
Age	14–16	64	53.33
	16–18	42	35
	18–20	14	11.66
Sex	Boy	82	68.33
	Girl	38	31.66
Class	9 th	40	33.33
	10 th	38	31.66
	11 th	12	10
	12 th	30	0.41
Caste	B.C.	62	51.66
	Gen	58	48.33
School	Pvt	118	98.33
	Govt.	2	1.66
Family Type	Nuclear	92	76.66
	Joint	28	23.33
Family Size	Small (up to 4 members)	72	60
	Medium (5–7 members)	36	30
	Large (above 7 members))	12	10
Family Income	1,20,000–3,14,000	106	83.33
	3,14,000–5,08,000	6	5
	5,08,000–7,20,000	8	6.67

Usage of Various SNS among the Study Population/Social Networking Sites used by Students

Use of Social Networking Sites (SNSs) has become main social activity of daily life of people across the world. Ever-increasing penetration of the social networking sites have become a trend amongst the young adults. Deng and Tavares (2013) noted that social networking has become a vital part of our children's social life; it is now seen as a learning platform that could be utilized to enhance student engagement and performance. Social networking and media tools offer school children the opportunity to communicate, get in touch, access information, research and chat (Abdulahi *et al.*, 2014; Ahn, 2011).

Data presented in figure 1 showed the trend of usage of social networking sites. One of the most well-known social media sites is Facebook (100%) which was most preferably used by respondents followed by Gmail (60%), WhatsApp (41.66%), YouTube (26.66%), Google+ (23.33%), rarely used Twitter (10%), Hike (3.33%) and Yahoo (1.66%) and there is no use of Orkut, LinkedIn, MySpace and blog. The escalation and popularity of online social networks has formed a new world of collaboration and communication. There is an example which was highlighted from the study, most of the respondents were from 9th class but all the students have access to Facebook account. They represent themselves in expressive ways for social interaction, entertainment and sharing information. Similar results were also reported by Kumar & Kumar, 2013 and Bhola & Mahakud, 2014 and Rai, 2017. They also found that Facebook holds the most dominant spot in all types of population.

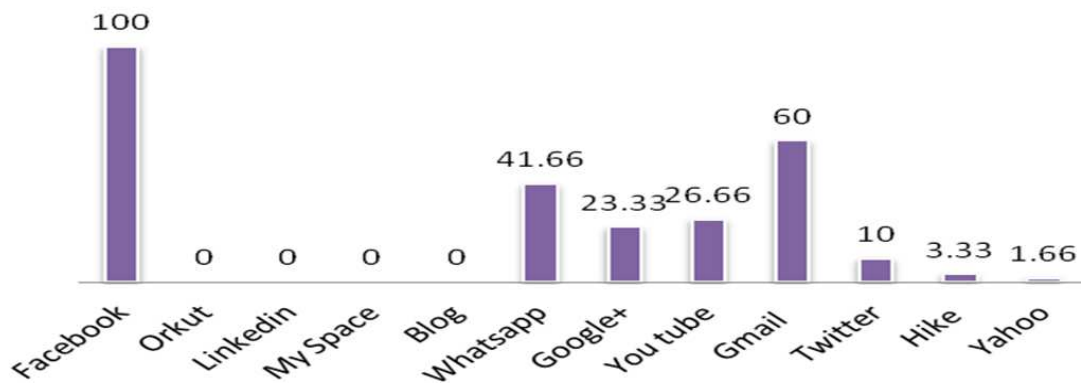


Figure 1: Social Networking Sites used by the Students.

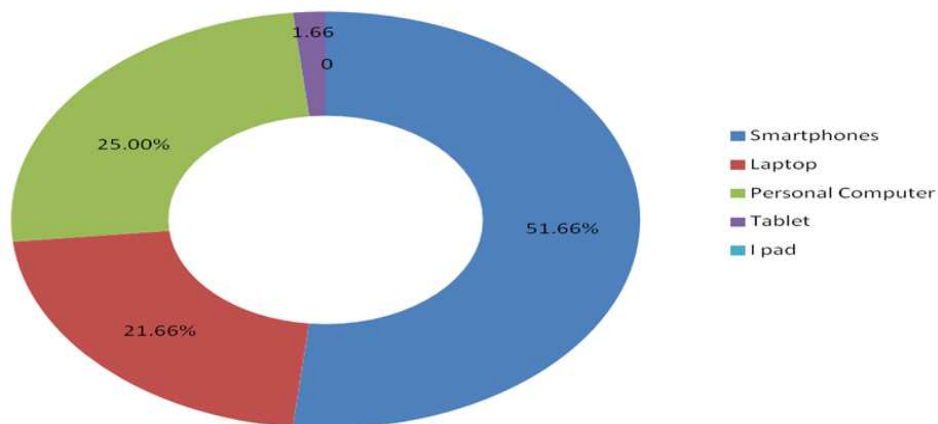


Figure 2: Source of using Social Networking Sites.

Source of using Social Networking Sites

Figure 2 gives the graphical representation of the source used for social networking site. Traditionally, the SNSs have been used via fixed-line services on laptops and desktop computers, but now, the web is more accessible by portable and wireless devices. This was also revealed in the study, which pointed out that the majority of the students used Smartphone followed by laptop, personal computer, tablet and iPad.

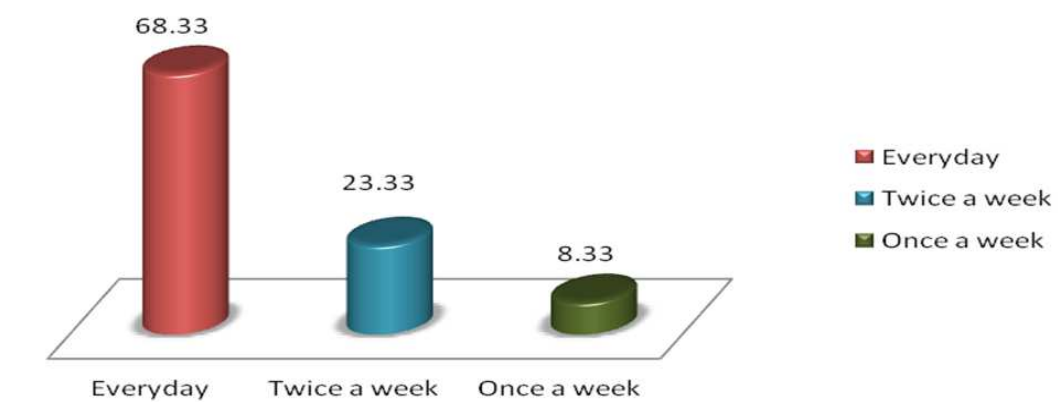


Figure 3: Frequency of Visiting on SNSs.

Figure 3 gives the graphical representation of frequency of visit on SNSs - time analysis reveals that more than 50% (68.33%) of students visit social networking sites per day, followed by 23.33 percent who visited social networking sites twice a week. However, there are few students (8.33 %) who visited social networking sites once a week.

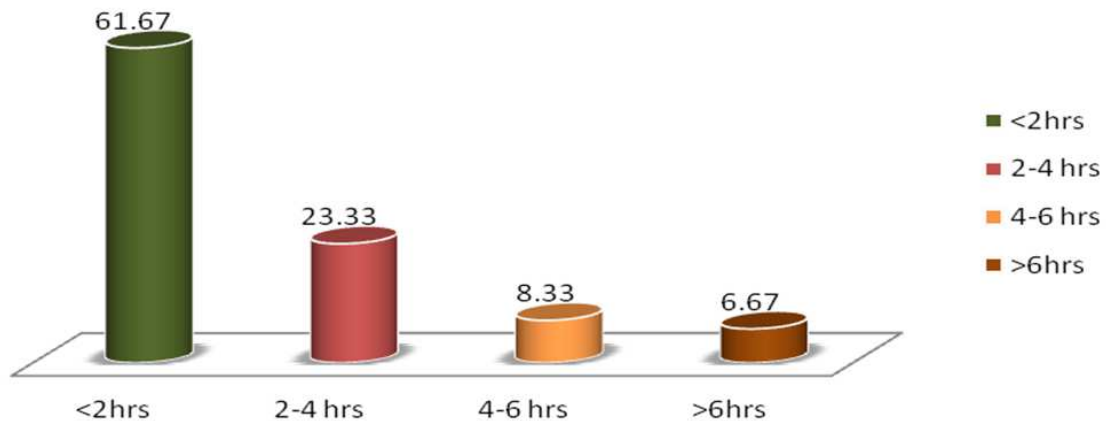


Figure 4: Time Spend on SNSs.

The result depicted on figure 4 shows that students are the avid users of social networking sites and spend time judiciously on the social networking sites to garner their benefits. Majority of the students reported that they used SNSs less than 2 hrs in a day, followed by 23.33 % who use SNSs 2–4 hrs per day and 8.33% who use 4–6 hrs per day. However, there are some students who visited SNSs more than 6 hrs.

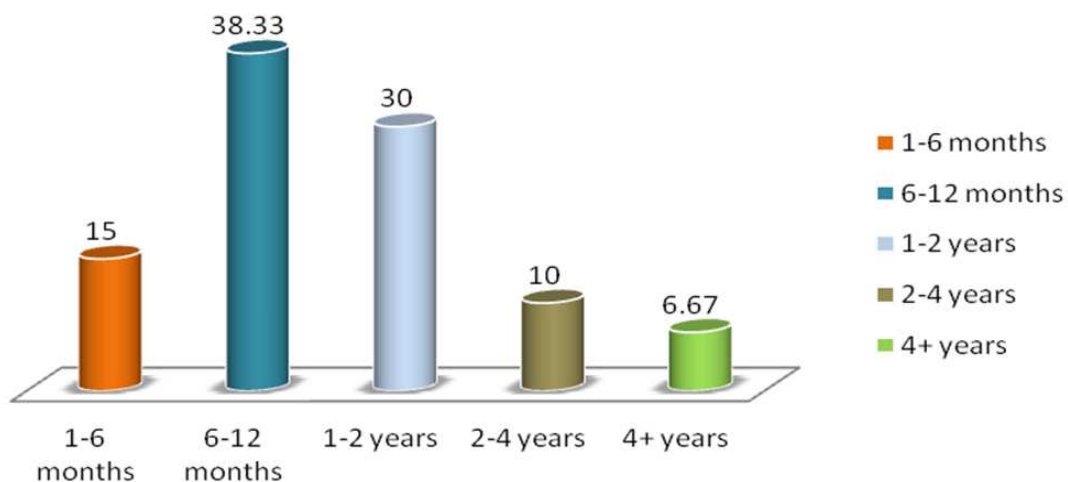


Figure 5: How Long have been using on SNSs.

Figure 5 revealed the students at large have started to broadly make use of social networking sites and maximum number of students use SNSs from the last 6–12 months (38.33%) followed by 30.% who use from the last 1–2 years, 15% who recently joined social networking sites. There are few students who use social networking sites from 2–4 years (10 %) followed by 6.67 who are using SNSs from more than 4 years.

Table 2: Reason to Join SNSs.

Criteria	Parameters	Frequency	Percentage	Rank
Reason to join a SNSs	It is an active and interesting community	92	76.67	III
	In order to follow the trend	38	31.67	VI
	To voice out your opinions	34	28.33	VII
	To keep in touch with friends	116	96.67	I
	Educational discussions	44	36.67	V
	Make new friends	104	86.67	II
	Keeping up-to-date on news more quickly	52	43.33	IV
	For whiling away time/or time-pass	52	43.33	IV
	For flirting	18	15	VIII

The table highlighted the important reason for which the students are using SNSs. As shown in table 2(a), a total of nine reasons were identified. Table indicated that several participants had more than one single reason. There are many people who have multiple reasons to use SNSs. Here, the most reported reasons provide a clear view of what the users find most attractive when using an SNS.

Majority of the students (96.67%) reported that SNSs is an easy and proficient tool to keep in contact with several friends at the same time. SNSs are an easy way to contact with friends who are living far away. Nearly, one-third of the students (86.67%) reported that SNSs is an easy way through which they can contact new people and can make new friends. A similar result was highlighted by Lim and Richardson (2016), who reported that creating social groups and developing social relationships are the dominant purposes of using SNSs.

Majority of the students (76.67%) believed those social networking sites are an active and interesting community. They pointed out that they can easily share images and videos. Nearly 50% of the respondents (43.33%) said that they had joined SNSs to get an update on current news or current affairs and similar number of the students reported that they used SNSs for time-pass. More than one-third of the students (36.67%) reported that they joined SNSs for educational purpose. They usually use SNSs for reading and watching study material and education discussion. Similarly, study was reported by Khan *et al.*, 2014 and Junco *et al.*, 2011. They reported that social networking sites are used at all levels of schooling, from 1–12 to higher education. There were some students (31.67%), who said that they used SNSs just to follow the trends. They also pointed out that they use these sites just because his/her friends also use them. Only few students accepted that they used social networking sites for flirting.

Table 3: Criteria on Effect of SNSs on Education

Criteria	Parameters	Frequency	Percentage
SNSs used in educational environment	Never	13	10.83
	Rarely	39	32.50
	Often	68	56.67
Educational work discuss on SNSs	Never	29	24.17
	Rarely	48	40
	Often	43	35.83
Beneficial in education	Yes	83	69.17
	No	37	30.83
SNSs distract from educational work	Yes	76	75
	No	44	25

Table 3 reveals that students frequently used SNSs for various purposes in their everyday life. Majority of the students (56.67%) reported that they often used SNS for educational purpose followed by 32.50% who rarely used SNSs

for education and 10.83% who never used social networking sites for education. Forty percent of the students reported that they frequently used SNSs for educational discussion with their friends and instructor. The study was supported with the study of Omary *et al.*, 2015. The result of their study showed that WhatsApp could enhance the teaching process and students' learning skills. They reported that through WhatsApp, teachers can provide educational help to the students outside classroom. Facebook, Twitter and YouTube are the mainly used SNSs in education (Akçayır & Akçayır, 2016).

Maximum number of students (69.17%) reported that SNSs were beneficial in their education. The findings of the study were supported with the study of Eteokleous *et al.*, 2012, Khan 2014, Manca & Ranieri, 2016 and Akcaylr, 2017. They showed that the students' perceptions about the use of SNSs for education were positive. There are many scholarly researches, which have emphasis on the uses of SNSs in education. They also reported that a huge number of students follow educational groups within SNSs for reasons such as exchanging information, meeting new people with similar interests and keeping up with topics of interest. SNSs helped in improving students' English communication skills, increases general knowledge and current affairs. Result in table 3 also showed that a considerable number of students (30.83%) disagreed with the benefit of SNSs in education. Majority of the students believed that SNSs were beneficial in education but along that importance, they also agreed that SNSs distract them from educational work. They spend a massive time using information-communication technologies. They spend approximately 2 hours each day searching online for information (Judd, T., 2014 and Nazir, T., 2016) and spend an average of 22–59% higher time than other students to read the messages during reading. (Alkahtani *et al.*, 2016). It caught the whole attention and concentration of the students and diverts it towards non-educational, unethical and inapt actions, such as futile chatting and time-pass by random searching in preference to their work (Kuppuswamy and Narayan 2010).

Effect of SNSs on Social Relationship

Data in table 4 highlighted that the most preferred way to communicate with friends was group message to all (76.66%) followed by post message to friend's page (68.33%), send private message to friend (55.00%) and post comments to friends' blog (46.66%). More than one-third of the students (37%) have 51 to 100 friends in social networking site such as Facebook, WhatsApp and YouTube, etc.

Table 4: Online Communication

Criteria	Parameters	Frequency	Percentage
How to communicate with friends on SNSs	Post message to friend's page	82	68.33
	Post comments to friend's blog	56	46.66
	Send group messages to all friends	92	76.66
	Send private messages to friend within the SNSs	66	55
Friends on SNSs	0–10	4	3.33
	11–50	18	15
	51–100	44	36.66
	101–250	30	25
	250+	24	20

Table 5: Offline Communication

Spend Time Everyday	0–2 hrs Frequency (%)	2–4 hrs Frequency (%)	More than 4 hrs Frequency (%)
Parents	101 (84.17%)	15 (12.50%)	4 (3.33%)
Siblings	92 (76.67%)	16 (13.33%)	12 (10.00%)
Friends and neighbour	107 (89.17%)	13 (10.83%)	-

Results indicated that majority of the students spend less than 2 hours with their parents (84.17%) and with their sibling(s) and only few students who spend more than 4 hours with parents (3.33%) and sibling(s). Results also revealed that 89.17 % of the students spend less than 2 hours to communicate with offline friends and neighbor and 10.83% students spend only 2–4 hours to communicate to offline friends. Similar results were found by different researchers in their study. They highlighted that most of the respondents spent 1–2 hours with their parents' every day (Sultana, S. 2017). Increasing use of internet blurs boundaries between online and offline relationships (Hertlein, 2012). Majority of the students try to maintain a good and healthy relationship with those friends to whom they were connected through social media, whereas they did not try to maintain a good relationship with their parents and healthy interaction with their neighbors (Rajeev and Jobilal, 2015). According to the finding of the study of Abbasi and Alghamdi 2017, misuse of SNSs became the reason of social isolation, disbelief in relationships, infidelity and lack of social cohesion. Facebook addiction and unhealthy family relationships. These are the negative societal consequences.

Table 6 Effect of Social Networking Site on Mental Health

Parameters	Frequency	Percentage
Anxiety	75	62.50
Depression	66	55.00
Low self-esteem	90	75.00
Anger	45	37.50
Loneliness	85	70.83

Data in table 6 revealed that majority of the students did feel low self-esteem because of social site addiction followed by loneliness, anxiety, depression and anger. Excess use of social media; raises a problem of disconnection with family and real friends. Similar results were given by Dick, (2013), who pointed out that people fret about the likes and comments of their uploaded pictures and videos. In the present era, hardly any person is immune to the vagaries of social media.

CONCLUSIONS

Social Networking Sites (SNSs) have become an important everyday activity for people across the world. Ever rising penetration of the SNSs has become a fad amongst the young adults. The study was conducted in Haryana state. The study revealed that more than 50% of the students were in the younger age group of 14–16, belonged to other backward class and were boys. One-third of the respondents were studying in the 9th class. Results revealed that one of the most well-known social media sites is the Facebook, which was the most preferred SNS to be used by the respondents, followed by Gmail and WhatsApp. Students frequently used SNSs for various purposes in their daily life for shopping, chatting and for the educational purpose. They also showed positive perceptions towards the use of SNSs for educational purposes. Study indicated that SNSs are beneficial for education but sometimes it becomes a reason to get distracted from educational work. Majority of the students spend less than 2 hours with their parents and with their sibling(s) and only 3.33 % spend more than 4 hours with their parents and sibling(s). The results of the study also highlighted the influence of SNSs on the mental health of the students. Majority of the students felt low self-esteem followed by loneliness, anxiety, depression and anger.

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